

Cluster Area I: General Supervision

Question: Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

Probes:

- GS.I** Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?
- GS.II** Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?
- GS.III** Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?
- GS.IV** Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?
- GS.V** Do State procedures and practices ensure collection and reporting of accurate and timely data?

Performance Indicator(s):

- GS.I** The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.
- GS.II** Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.
- GS.III** Complaint investigations, mediations, and due process hearings and reviews completed in a timely manner.
- GS.IV** There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State.
- GS.V** State procedures and practices ensure collection and reporting of accurate and timely data.

1. Baseline/Trend Data:

GS.1 The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.

OSEP Attachment 1**Ia: Formal Complaints**

(1) July 1, 2002 - June 30, 2003 (or specify other reporting period: ___/___/___ to ___/___/___)	(2) Number of Complaints	(3) Number of Complaints with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints not Investigated – Withdrawn or No Jurisdiction	(6) Number of Complaints Completed/Addressed within Timelines	(7) Number of Complaints Pending as of: <u>06/ 30 / 03</u> (enter closing date for dispositions)
TOTALS	79	72	0	7	71	0

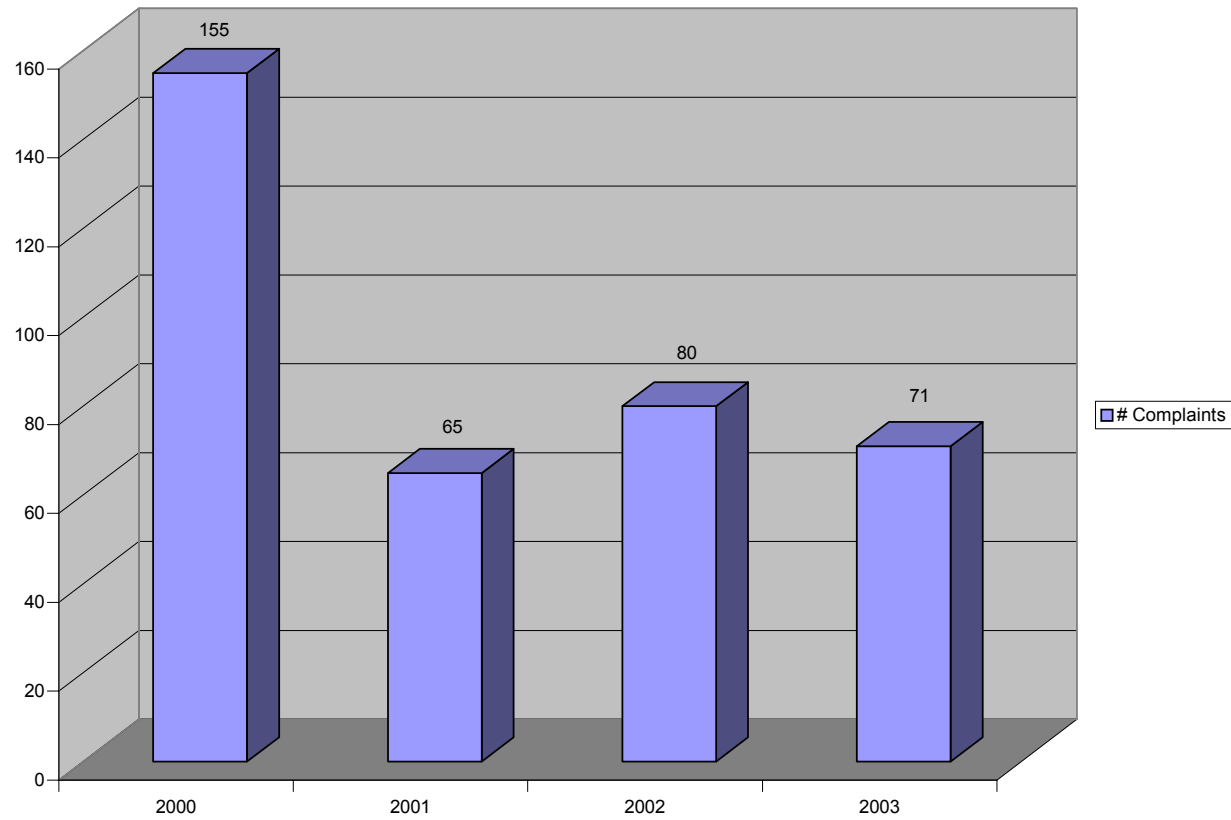
Ib: Mediations

(1) July 1, 2002 - June 30, 2003 (or specify alternate period: ___/___/___ to ___/___/___)	Number of Mediations		Number of Mediation Agreements		(6) Number of Mediations Pending as of: <u>06 / 30 / 03</u> (enter closing date for dispositions)
	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	
TOTALS	113	2	111	0	0

Ic: Due Process Hearings

(1) July 1, 2002 - June 30, 2003 (or specify alternate period: ___/___/___ to ___/___/___)	(2) Number of Hearing Requests	(3) Number of Hearings Held (fully adjudicated)	(4) Number of Decisions Issued after Timelines and Extension Expired	(5) Number of Hearings Pending as of: <u>06 / 30 / 03</u> (enter closing date for dispositions)
TOTALS	41	40	0	1

Analysis of GS.1:

Table 1

Note: For additional information on complaints from the year 2000 please see the analysis for G.S.1.

Table 2

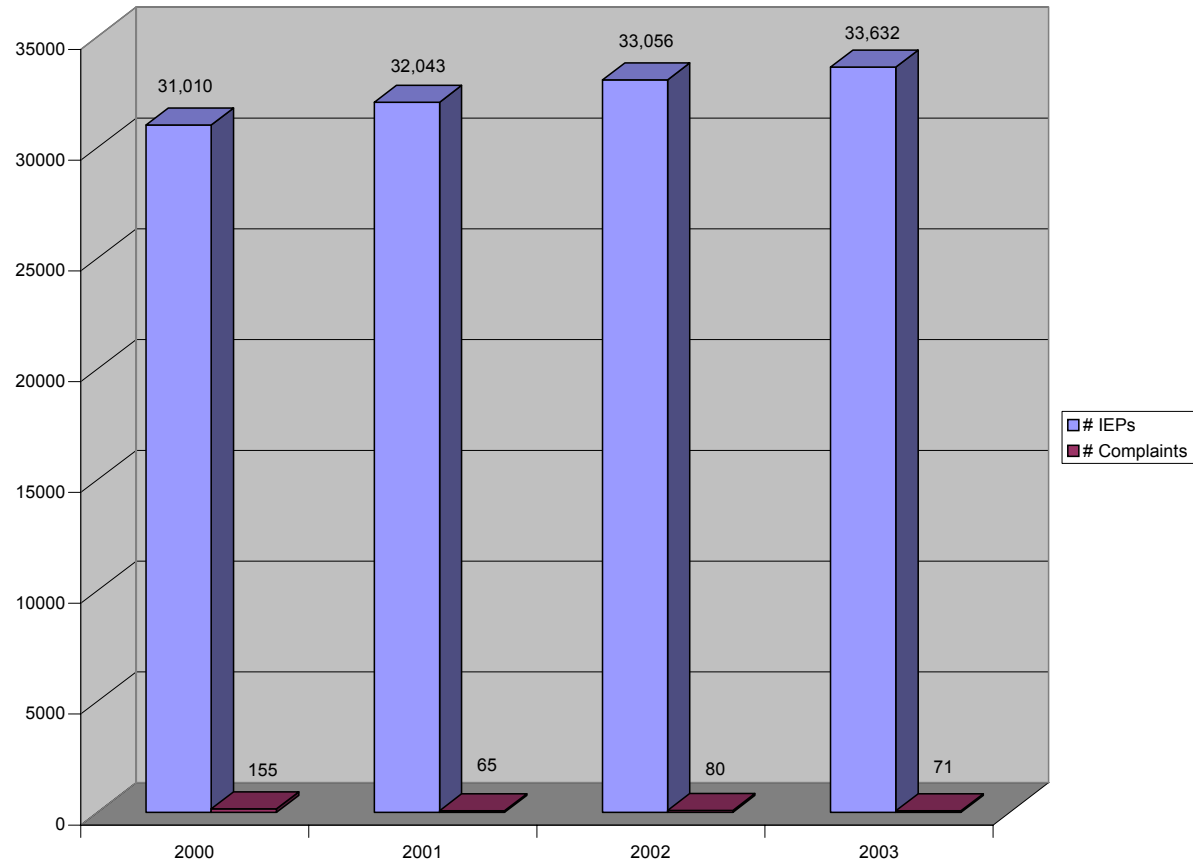


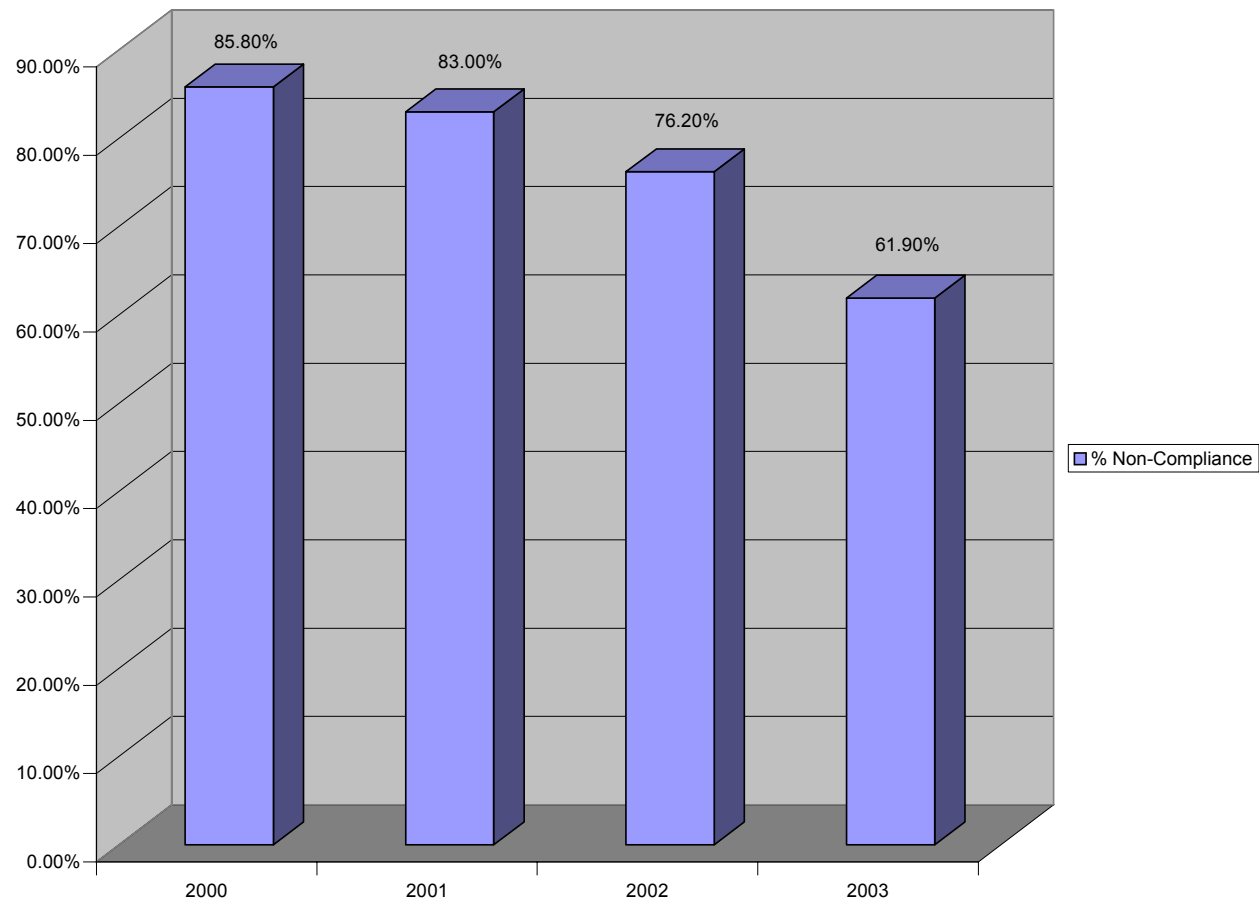
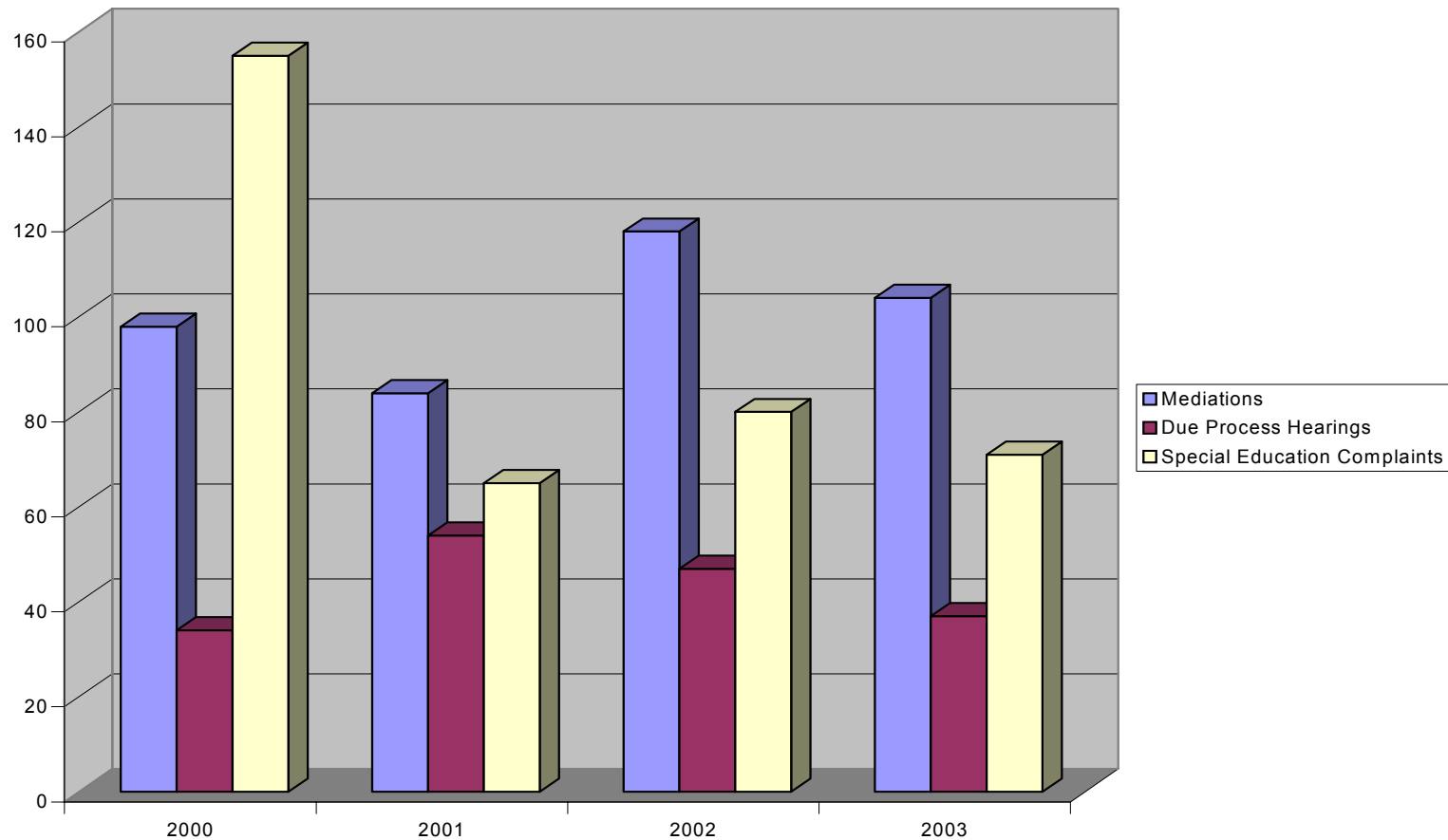
Table 3

Table 4



Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. The process is a 5-year cycle for LEAs and requires LEA self-assessment, data analysis, interviews, surveys and on-site visits. The process is framed upon a self-assessment system that requires data collection analysis and continuous improvement planning. These multiple sources of information are used to develop a support plan that is directed at increasing student performance and is founded on proven practice. Moreover, the Rhode Island Department of Education, Office of Special Populations seeks to create collegial and collaborative relationships with the school district, thereby involving the entire district in evaluating the quality of special education services. As a result, the process delineates the district's strengths and needs, culminating in the development of a plan to improve service delivery. Our goal is to implement

agreements in a timely and systematic way to get corrective actions instituted in order to assure continuous high performance of all children. Moreover, the School Support System addresses the Comprehensive Education Strategy and the R.I. Student Investment Initiative. These are state general education initiatives designed to close gaps in student performance and prepare students for the 21st century. The School Support System is designed to align with current standards-based reform efforts and supports the following beliefs and assumptions:

- an assigned category or level of disability does not define the educational needs of students
- to the maximum extent possible, students with special needs are meaningfully included in the general education program
- the curricula are based on standards that are sufficiently broad to support the learning needs of all students and include academic and skill areas
- Individual Education Programs reflect state and local standards for student performance, incorporate varied assessments, and utilize a broad array of accommodations for teaching and learning
- a comprehensive system of professional training must support and encourage the involvement of all personnel in addressing the learning needs of students with the full range of abilities and disabilities

The SSS procedures, instruments, monitoring schedules, and final reports are available online at www.ritap.org. Through the SSS self-assessment process qualitative and quantitative data sources that have the most direct relationship with student performance and program effectiveness are analyzed. These include:

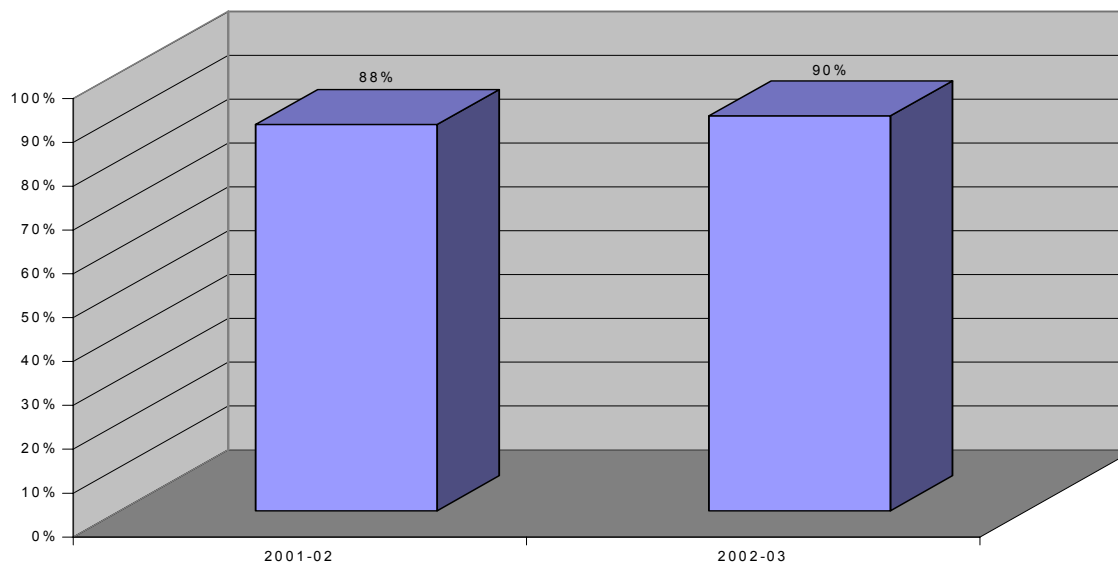
- collecting and reviewing a range of performance measures (e.g., data from the Rhode Island Department of Education's Information Works and Rhode Island's School Accountability for Learning and Teaching (SALT) Survey, graduation and drop-out rates of special education students, suspensions, expulsions)
- reviewing a sample of students' special education records
- surveying administrators, special educators, general educators, parents, and related personnel
- observing special education students randomly selected for the SSS visit
- engaging in on-site discussions/interviews with students randomly selected for the SSS visit
- interviewing special and general education personnel, and parents

During the 2001-2002 and 2002-2003 the School Support System had 12 overlying focus areas and 58 indicators for program review. These areas are rated either Performance or Compliance. Performance is equated with overall practice being legally compliant, concerns limited to a few isolated situations: data sources agree; data equal to state average or expected comparative data. Compliance is equated with a violation of a legal requirement occurring, data sources agree and indicate a compliance violation, policies and procedures are not implemented correctly throughout the LEA.

LEAs must address non-compliance concerns immediately so that no indicator is noncompliant. Performance areas under the guidance of the Office of Special Populations are also reflected via the continuous improvement support planning process strategies for growth as related to best practices and improving outcomes for students. The SSS Team and the district jointly develop the Support Plan. Furthermore, the Support Plan details technical assistance and training needed to enable the schools and district to strengthen selected educational programs and correct essential areas. Resources are identified and made available to the district to assist in carrying out their support plans. The School Support System continuous improvement planning will include action plans, specific resources, staff responsibilities, timelines for completion, and mechanisms for verification. It is critical

that these plans focus on continuous improvement in delivery systems and curricula that lead to higher achievement for students with disabilities. Data from 2001-2002 and 2002-2003 are as follows:

	# of LEAs	Total # Focus Areas	Total # of indicators (# LEAs X 58 indicators)	#of indicators met requirements in 2002- 2003	Percent of indicators met requirements in 2002- 2003
Group 1 2001-2002 (Table 5)	7	12	406	358	88%
Group 2 2002-2003 (Table 5)	8	12	464	418	90%
Total	15	24	870	776	89%

Table 5**LEA Group 1 and Group 2: Percent of SSS Indicators Met**

Analysis of G.S. 1

Table 5 reflects the LEAs meeting requirements through the 5-year focused monitoring cycle for 2001-2002 and 2002-2003. In summary, the School Support System is a comprehensive and collaborative system of focused monitoring that not only looks at the school district's degree of compliance with special education laws and regulations, but also the relationships among the district's teaching and learning practices and the performance indicators for students with disabilities. Hence, the system analyzes the districts' compliance with the Individuals with Disabilities Education Act and the states Regents Regulations and how the district practices related to critical performance indicators for students with disabilities. We believe the data continue to support this assessment.

Other procedures are formal complaints, mediations and due process hearings. The number of special education complaints have remained constant with the exception of year 2000 which reflects a dramatic increase in the number of complaints due to practices in one school district when the process was being used to address personnel and collective bargaining disagreements. The complaint process has proven to be one effective method of tracking issues of non compliance, with the percentage of findings of noncompliance

after investigation of complaints ranging from 85% in year 2000 to 61.9% in year 2003. There has been a steady decrease in the % of non compliance found as a result of this process since year 2000.

This decrease can be due in part to a greater awareness of the general public of the dispute resolution options available when conflict arises. This approach includes a concentrated effort on the part of RIDE personnel to work with the parties to reach a resolution of a dispute and to remedy any compliance issue. The Rhode Island Department of Education, Office of Special Populations has aggressively undertaken steps to more effectively notify the public of these options by means of telephone consults, direct professional development activities, and written material including two options documents that fully explain the dispute resolution options and a parent's guide to procedural safeguard in Special Education publication. These efforts, in addition to a more concentrated system of monitoring (School Support System) and increased training for mediators and hearing officers and the implementation of a new computerized tracking system, have resulted in a more effective use of all of the options available while addressing each individual concern. The issues that serve as the basis for a complaint tend to concentrate on the implementation of a student's IEP (74%) or the evaluation and identification timelines (26%).

The number of mediations have remained fairly consistent with an average of 100 per year. The percentage of successful mediations meaning the number of mediations where an agreement is reached or the matter is resolved and the request for mediation has been withdrawn has remained at about 83-85%. The issues for mediation typically concentrate on the implementation of or the services included in a student's IEP (55%) and the students placement (35%).

The number of hearings requested per year remains constant at an average of 40-50 per year. The number of formal written decisions averages 5-7 per year with the remaining hearings being concluded by agreement of the parties. The issues for hearing concentrate on the services included in a student's IEP (55%) and placement of the student (40%).

Targets for GS.1 (2002-03): The General supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA to identify and correct IDEA noncompliance in a timely manner.		
Targets (Sections 2 and 4)	Explanation of Progress/Slippage for 2002-03 (Section 3)	Activities, Timelines and Resources for 2003-04 (Sections 5 and 6)
GS.I The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.		
July 2002-June 2003 Continue to develop and maintain a data management system that is responsive to the needs of the SEA, LEA, parents and	<u>July 2002-June 2003</u> Rhode Island State Improvement Plan has been developed and is in the implementation	<u>July 2002-June 2003</u> Support districts in their continuous improvement efforts through Support Plan planning, guidance documents;

<p>the general public and which informs all on programs, practices and strategies which results in improved child outcomes.</p>	<p>process.</p> <p>Continue to develop, refine and maintain database and performance of system for the identification and correction of IDEA noncompliance. Complaints, mediations and due process hearing information is available at www.ritap.org</p>	<p>procedures and policies; SSS self-assessments and analysis of data from formal complaints, mediations, and due process hearings.</p> <p><u>Resources</u></p> <p>Monitoring procedures and schedules</p> <p>Monitoring reports</p> <p>Dispute resolution databases</p> <p>State Improvement Plan/State Improvement Plan Liaison</p> <p>LEA Support Plans</p> <p>Complaint Investigations</p> <p>Rhode Island Technical Assistance Projects</p> <p>Rhode Island Technical Assistance Project, Legal Coordinator</p> <p>Office of Special Populations, District Liaisons</p> <p>Office of Special Populations, School Support System Coordinator</p>
<p><u>July 2003-June 2004</u></p> <p>Continue to develop, refine and maintain a data management system that is responsive to the needs of the SEA, LEA, parents and the general public and which informs all on programs, practices and strategies which results in improved child outcomes</p>	<p><u>July 2003-June 2004</u></p> <p>Continue to develop, refine and maintain database and performance of system for the identification and correction of IDEA noncompliance</p> <p>A user friendly procedural safeguard informational draft brochure has been developed and disseminated. A finalized version is set for dissemination in March 2004.</p>	<p><u>July 2003-June 2004</u></p> <p>Support districts in their continuous improvement efforts through Support Plan planning, guidance documents; procedures and policies; SSS self-assessments and analysis of data from formal complaints, mediations, and due process hearings.</p> <p><u>Resources</u></p> <p>Monitoring procedures and schedules</p> <p>Monitoring reports</p> <p>Dispute resolution databases</p> <p>State Improvement Plan/State Improvement Plan Liaison</p> <p>LEA Support Plans</p> <p>Complaint Investigations</p>

		<p>Rhode Island Technical Assistance Project</p> <p>Rhode Island Technical Assistance, Legal Coordinator</p> <p>Office of Special Populations, District Liaisons</p> <p>Office of Special Populations, School Support System Coordinator</p>

Baseline/Trend Data:

GS.II Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations and hearing resolutions.

	School Support (1.) (focused monitoring) record review	Complaints (2.)	Mediations (3.)	Due Process (4.)
IEP Issues*	Compliance Issue and Performance Issue: Area to Improve	74%	55%	55%
Evaluation	Not an issue	26%	10%	5%
Placement	Not an issue	Less than .5%	35%	40%
Speech and Language entrance and exit criteria	Performance issue: Area to Improve	Not an issue	Not an issue	Not an issue

*Complaints, Mediations and Due Process Hearings on any issues relating to the student's IEP or non-implementation is categorized under IEP Issues

* Record Review IEP Issues were framed on IEP development and is both a compliance and performance indicator

1. Results of record reviews from the last two years
2. Percent of complaints investigated that contained each issue in the last three years
3. Percent of the issue was successfully mediated in the last three years
4. Percent of time this was an issue in the 138 due process hearings from 2001-2002 and 2003 calendar years

The Rhode Island Department of Education through its Rhode Island Technical Assistance Project provides training and technical assistance in IEP development that assists in establishing the connection between improved student results and procedural compliance with issues such as general education teacher participation, quality present levels of performance statements, measurable goals, progress monitoring and consideration of students; strengths and needs. Not only are these procedural issues, these are relevant components of effective teaching. Systemic issues are identified through the analysis of all data. As we examine our data, the specificity of our information increases and thus our abilities to effectively use the data to inform and refine our process, procedures and instruments. This specificity across procedures highlights systemic issues to be addressed such as IEP development, and speech and language entrance and exit criteria. One can see from a review of the prior chart that IEP development is a systemic issue. RI Department of Education, Office of Special Populations in conjunction with the RI Technical Assistance Project will target and provide technical assistance through a myriad of professional development and technical assistance opportunities. These include:

-The IEP Network is designed to assist families, students and school personnel in developing individualized programs for students with disabilities that meet the same high standards established for all students. This initiative strives to increase access to the general curriculum for students with disabilities, to ensure the participation of students with disabilities in accountability and assessment efforts, and to provide technical assistance on IEP development. The IEP Network's long-range goal is to have at least one teacher and one parent in every school building in the state as a resource network member.

-Legal Affairs provides technical assistance to state and local education departments, parents, and interest groups on regulatory requirements of special education: coordinates a system of due process including complaints, mediation and due process hearings; and publishes informational documents.

-Speech and Language entrance and exit criteria was addressed through the development of a Speech and Language Entrance and Exit Guidebook. A state-wide roll-out on the guide book has occurred and on-going professional development is currently underway .

Targets for GS.II (2002-03): Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.

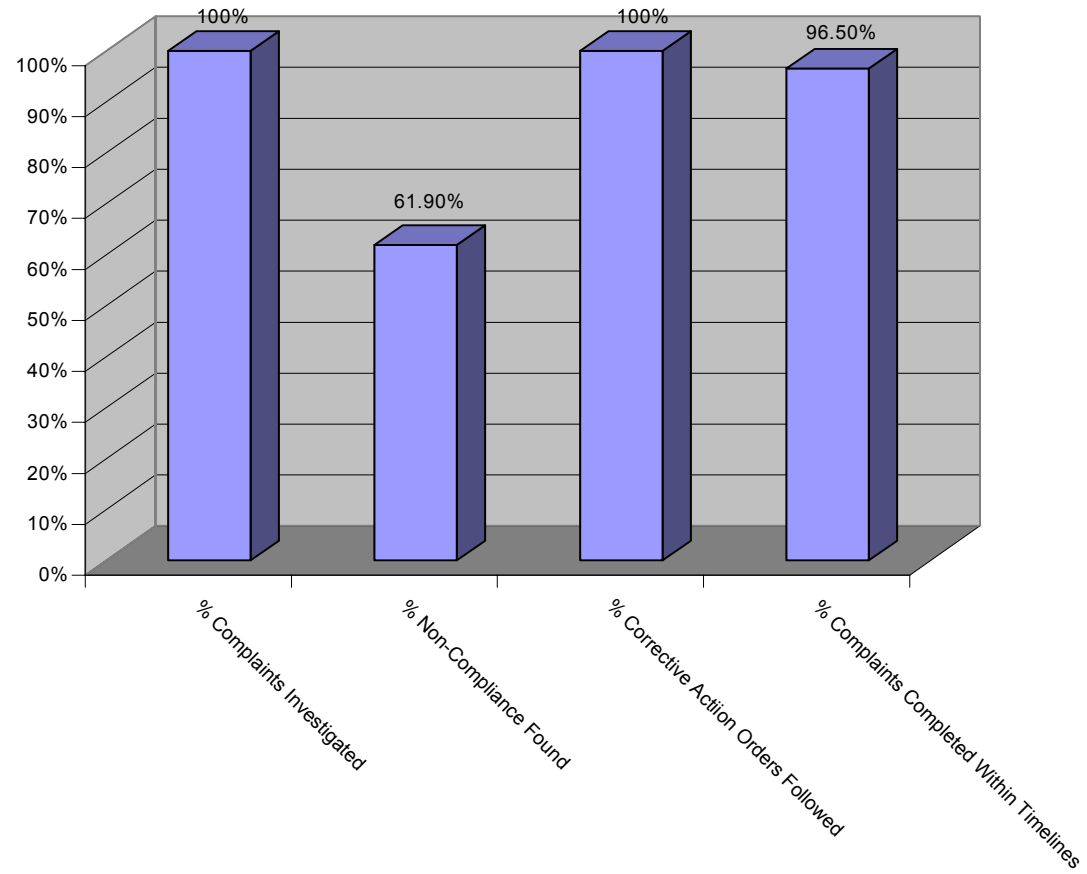
Targets (Sections 2 and 4)	Explanation of Progress/Slippage for 2002-03 (Section 3)	Activities, Timelines and Resources for 2003-04 (Sections 5 and 6)
GS.II Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.		
<p>July 2002-June 2003</p> <p>Continue to develop and maintain a data management system that is responsive to the needs of the SEA, LEA, parents and the general public and which informs all on programs, practices and strategies which results in improved child outcomes.</p> <p>Targets (Section 2 and 4)</p>	<p><u>July 2002-June 2003</u></p> <p>Rhode Island State Improvement Plan has been developed and is in the implementation process. Continue to develop, refine and maintain database and performance of system for the identification and correction of IDEA noncompliance. Complaints, mediations and due process hearing information is available at www.ritap.org.</p> <p>Explanation of Progress/Slippage for 2002-03 (Section 3)</p>	<p><u>July 2002-June 2003</u></p> <p>Support districts in their continuous improvement efforts through Support Plan planning, guidance documents; procedures and policies; SSS self-assessments and analysis of data from formal complaints, mediations, and due process hearings.</p> <p>Activities, Timelines and Resources for 2003-04</p>

		(Sections 5 and 6)
	Speech and Language entrance and exit criteria stakeholder group continued work on document development.	
<p>July 2003-June 2004</p> <p>Continue to develop, refine and maintain a data management system that is responsive to the needs of the SEA, LEA, parents and the general public and which informs all on programs, practices and strategies which results in improved child outcomes</p>	<p><u>July 2003-June 2004</u></p> <p>Speech and Language entrance and exit criteria guideline document is completed and available on the www.ritap.org website and statewide trainings on the document have occurred.</p> <p>Continue to develop, refine and maintain database and performance of system for the identification and correction of IDEA noncompliance</p> <p>Provide targeted assistance to LEAs through guidance documents, part B discretionary funds targeting improvement strategies through support planning, and technical assistance specifically in the areas of concern; IEP development through a variety of sources such as the IEP Network, Legal Affairs and other technical assistance supports such as the Autism Spectrum Disorders Support Center , Children's Behavioral Health Initiative and the Traumatic Brain Injury Resource Center.</p> <p>The Rhode Island State Improvement Grant (RISIG) has enabled Rhode Island College to hire a fulltime faculty member to foster greater collaboration between higher education special and general education departments and to produce long-term program and curriculum changes in higher education (RISIG). See also Analysis of GS. IV RIDE/Rhode Island College/University of Massachusetts began a partnership to prepare Teachers of the Visually Impaired (TVIs) and Orientation and Mobility Specialists as part of a New England regional need (RISIG). See also Analysis of GS. IV</p>	<p><u>After June 2004</u></p> <p>Continue to review overall patterns (trends/themes) in the data to target for continued technical assistance (Rhode Island Technical Assistance Project (RITAP) and continuous improvement support plan development.</p> <p>Continue to provide targeted assistance to LEAs through guidance documents, part B discretionary funds targeting improvement strategies through support planning, and technical assistance specifically in the areas of concern; IEP development through a variety of sources such as the IEP Network, Legal Affairs, Office of Special Populations, district liaisons and other technical assistance supports such as the Autism Spectrum Disorders Support Center, Children's Behavioral Health Initiative and the Traumatic Brain Injury Resource Center.</p> <p><u>Resources</u></p> <p>Rhode Island Technical Assistance Project programs and resources</p> <p>IEP Network</p> <p>Part B Discretionary funds targeting improvement strategies through support planning,</p> <p>Rhode Island State Improvement Grant (RISIG) work with IHEs</p> <p>Office of Special Populations, District Liaisons</p>

Baseline/Trend Data

GS. III Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.

Table 6



Analysis for GS. III

Complaint Summary:

70 out of 71 complaints filed in year 2003 were completed within the timelines prescribed by regulation.

The percentage of complaints investigated within the timelines for year 2003 was: 98.5% (see Table 6)

The percentage of complaints filed and investigated by the SEA for year 2003 was: 100% (see Table 6)

61.9% of the complaints filed and investigated in year 2003 resulted in a finding of non compliance on the part of the LEA and with a corrective action Findings Letter issued by the SEA. (see chart Table 6).

100% of all Findings Letters issue by the SEA that required corrective action by the LEA were adhered to. (see Table 6)

74% of the complaints filed over a 3 year period from 2000 to 2003 involved issues relating to the implementation of a student's IEP.

Mediation Summary:

This information is useful in tracking issues of non compliance and systemic issues arising within a LEA. The utilization of mediation also indicates a willingness on the part of parent(s) and the LEA to work together to resolve issues pertaining to the student's IEP.

Hearing Summary:

Data collected indicates the number of Due Process Hearings has remained steady at 37-55 per year. The vast majority (88%) of hearings result in an agreement reached by the parties (often with the assistance of the hearing officer) without the need for a complete hearing and formal written decision by the hearing officer.

Summary of Due Process

The following information reflects data collected and analyzed over the period from 2000 to 2003.

The system of dispute resolution in RI offers the parties options to resolve their respective issues and concerns. Most concerns are resolved with the parties as a result of direct intervention involving RIDE staff. When more formal measures are implemented, the results indicate that issues of straight compliance/non compliance are handled through the special education complaint process. Seventy-four (74%) of complaints filed and investigated from 2000 to 2003 involved IEP issues. Mediation is generally utilized to resolve issues concerning the amount of services a student receives (55%) or the placement of the student (35%) Due Process hearings are most often requested to resolve well thought out and considered disputes involving the appropriateness of a student's IEP services(55%) or the placement of the student (40%).

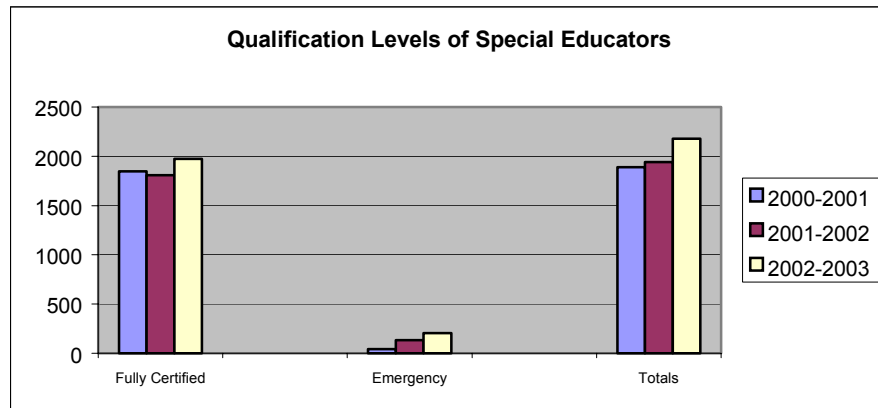
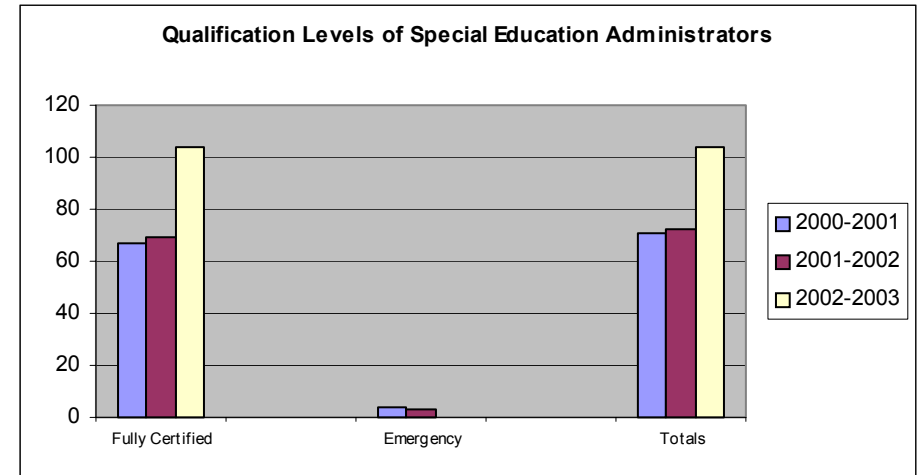
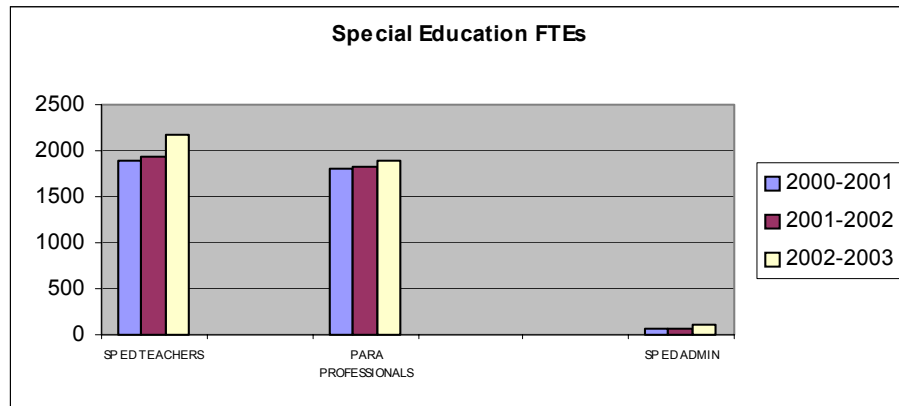
Another safeguard in Rhode Island, is the School Support System of focused monitoring which does a data examination of trends/ themes for the LEAs formal complaints, mediations and due process hearings over a three-year period. An effective enforcement mechanism is an essential component. The initial enforcement mechanism is strong technical assistance for the LEAs via the Rhode Island Technical Assistance Legal Coordinator and the Office of Special Populations district liaisons. Rhode Island continues to work with the LEA's through it's focused monitoring process. Part B discretionary funds are used to assist LEAs in targeting improvement strategies through the support planning process.

Targets for GS.III (2002-03): Complaint investigations, mediations, and due process hearings and reviews completed in a timely manner.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for 2002-03 (Section 3)	Activities, Timelines and Resources for 2003-04 (Sections 5 and 6)
GS.III Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.		
July 2002-June 2003	<u>July 2002-June 2003</u> Complaints mediation and due proces hearing information is available on the Rhode Island Technical Assistance Project webiste at www.ritap.org	<u>July 2002-June 2003</u>
July 2003-June 2004 Maintain systems of complaint investigations, mediations, and due process hearings and reviews completed in a timely manner.	<u>July 2003-June 2004</u> Developed with input from stakeholder groups a parent friendly procedural safeguards informational brochure.	<u>July 2003-June 2004</u> Continue data colelction on the timelines of complaint investigations, mediations, and due process hearnings and reviews. <u>Resources</u> Rhode Island Technical Assistance Project, Legal Coordinator Office of Special Populations, district liasions Rhode Island State Improvement Grant (RISIG) work Database(s) Training for Hearing Officers Mediators

Baseline/Trend Data

GS.IV (RISIP CSPD 1-3) There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in Rhode Island.



Analysis of GS.IV During the self-assessment process completed in December 2001, the RISIP Steering Committee and RIDE data analysis noted no concerns in this area. However, further needs assessment data collected April 2002 indicated a projected increase in personnel needs in the next five years. This data included indication of an increasing attrition rate for special education administrators, low numbers of students entering the teaching programs at RI's institutions of higher education, state teacher retirement board analysis of potential retirements, and the increased number of emergency certified teachers, especially in out of district placements. Rhode Island is currently dealing with these emerging shortages by being proactive and aggressive in recruitment and retention planning which includes addressing teachers of students with low incidence disabilities, non-traditional certification opportunity, professional development to retain teachers, teacher assistant network, a mentor program for special education administrators etc. Review of the current data indicates:

- The number of special educators employed in RI continues to increase including and reflecting the demand in low incidence areas
- The number of emergency certified teachers has increased to meet FTE demands
- High expectations for paraprofessionals continues
- The number of emergency certified special education administrators has decreased
- The number of special education administrators has increased.

Targets for GS.IV (2002-03): To maintain sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in Rhode Island

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for 2002-03 (Section 3)	Activities, Timelines and Resources for 2003-04 (Sections 5 and 6)
GS.IV There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in Rhode Island.		
<u>July 2002-June 2003</u> To maintain sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in Rhode Island	<u>July 2002-June 2003</u> The Rhode Island Department of Education (RIDE) has begun to establish a RIDE-wide system of data collection that will include the necessary CSPD data fields. This data includes: (a) trends in the special education census, (b) personnel needs, (c) continuing	<u>July 2003-June 2004</u> By 2007, RIDE's CSPD will ensure a proactive system of teacher recruitment and retention activities integrated across local, state and regional activities that will focus on personnel with disabilities and from groups that are under represented in the field of education.

Targets (Section 2 and 4)	Explanation of Progress/Slippage for 2002-03 (Section 3)	Activities, Timelines and Resources for 2003-04 (Sections 5 and 6)
	<p>education needs of personnel who work with students with disabilities, (d) performance of students in a variety of outcome areas, (e) needs of families, (f) retention and recruitment data for administrators and other personnel, (g) higher education needs, (h) I-Plans submitted for renewal of certification, (i) number of emergency certificates for public and nonpublic special education and related service personnel, including career technical centers and hospital settings (j) number of fully certified special education administrators, and (k) other data points required by IDEA, ESEA, and Higher Education Act. There is a CSPD and RI State Improvement Grant Leadership committee and three coordinating subcommittees that are currently analyzing, and using data for ongoing implementation of the statewide CSPD plan.</p>	<p><u>Resources</u></p> <p>CSPD Coordinator</p> <p>RI Technical Assistance Project</p> <p>RI State improvement Grant (RISIG)</p> <p>Part B Discretionary Funds</p>
	<p><u>July 2002-June 2003</u></p> <p>It is the intent of RIDE to have all colleges and universities involved in teacher education collaborate to recruit and prepare sufficient numbers of qualified professional staff who have the skills necessary to meet the needs of students with disabilities in general education settings and to close the gap between research and teacher training.</p> <p>The RISIG has enabled Rhode Island College to hire a fulltime faculty member to foster greater collaboration between higher education special and general education departments and to produce long-term program and curriculum changes in higher education. (RISIG)</p> <p>A recruitment coordinator has been hired to develop and implement a recruitment and retention plan.</p>	<p><u>July 2003-June 2004</u></p> <p>By 2006, RIDE's CSPD system will support the implementation of statewide initiatives, such as IREAD, the I-Plan, Mentoring, Autism Project, Character Education, Project ACCESS, IEP Network, etc., within the local school districts.</p> <p><u>Resources</u></p> <p>CSPD Coordinator</p> <p>RI Technical Assistance Project</p> <p>RI State improvement Grant (RISIG)</p> <p>Part B Discretionary Funds</p>

Targets (Section 2 and 4)	Explanation of Progress/Slippage for 2002-03 (Section 3)	Activities, Timelines and Resources for 2003-04 (Sections 5 and 6)
	<p>RIDE has established a pilot nontraditional path-to-certification program with Providence College and Northern Rhode Island Educational Collaborative so that emergency certified special educators can obtain full certification. (Part B)</p> <p>RI State General Law was amended to reflect the teacher assistants' qualification requirements of NCLB. RIDE developed a teacher assistants' initiative designed to recruit and to retain sufficient quantities of highly qualified teacher assistants.</p> <p>RIDE/Rhode Island College/University of Massachusetts began a partnership to prepare Teachers of the Visually Impaired (TVIs) and Orientation and Mobility Specialists as part of a New England regional need. In-state TVIs are being supported through targeted professional development activities including the use of assistive technology and IEP professional development. (RISIG)</p>	
	<p><u>July 2002-June 2003</u></p> <p>RIDE will continue to provide leadership development opportunities to ensure that school district personnel and families have the skills and knowledge to support all persons working with children and youth with disabilities and families. A special education administrator mentor program was designed. In addition, the Association of RI Administrators of Special Education and RI's Principal Association collaboratively developed a 10 module leadership series for new administrators. (RISIG)</p>	<p><u>July 2003-June 2004</u></p> <p>By 2006 School Improvement Plan Professional Development Activities support increased opportunities for students with disabilities to participate in general education settings and increase performance on state assessments and other outcome measures.</p> <p><u>Resources</u></p> <p>CSPD Coordinator</p> <p>RI Technical Assistance Project</p> <p>RI State improvement Grant (RISIG)</p> <p>Part B Discretionary Funds</p>